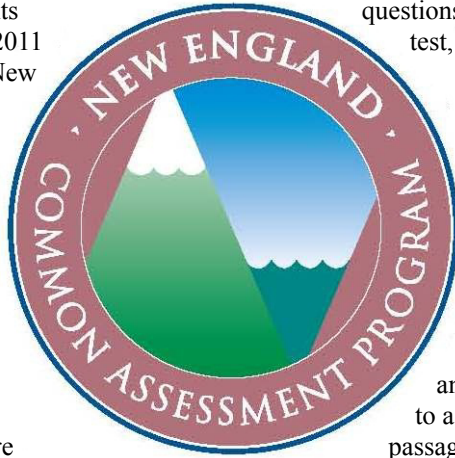


About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

School Results

School: Cony

District: Augusta Public Schools

Code: 1008-2602



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

School: Cony
 District: Augusta Public Schools
 State: Maine
 Code: 1008-2602

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	144			146			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	140	140	140	142	141	141	14,031	14,013	13,967	97	97	97	97	97	97	97	97	97
With an approved accommodation	17	19	20	17	19	20	2,072	2,057	1,975	12	14	14	12	13	14	15	15	14
Current LEP Students	6	6	6	6	6	6	380	386	378	4	4	4	4	4	4	3	3	3
With an approved accommodation	1	4	4	1	4	4	170	176	166	17	67	67	17	67	67	45	46	44
IEP Students	16	16	16	18	17	17	2,082	2,068	2,052	11	11	11	13	12	12	15	15	15
With an approved accommodation	16	15	16	16	15	16	1,634	1,624	1,559	100	94	100	89	88	94	78	79	76
Students not tested in NECAP	4	4	4	4	5	5	366	384	430	3	3	3	3	3	3	3	3	3
State Approved	2	2	2	2	2	2	251	258	265	50	50	50	50	40	40	69	67	62
Alternate Assessment	2	2	2	2	2	2	221	221	225	100	100	100	100	100	100	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	27	37	37	0	0	0	0	0	0	11	14	14
Other	2	2	2	2	3	3	115	126	165	50	50	50	50	60	60	31	33	38

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	144	2	2	140	23	16	77	55	31	22	9	6	846	142	16	55	22	7	846	14,031	21	56	17	6	848	
	MATH	144	2	2	140	19	14	57	41	37	26	27	19	841	141	13	40	27	19	841	14,013	17	43	21	19	842
WRITING	144	2	2	140	5	4	55	39	65	46	15	11	837	141	4	39	46	11	837	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Reading Results

School: Cony
 District: Augusta Public Schools
 State: Maine
 Code: 1008-2602

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

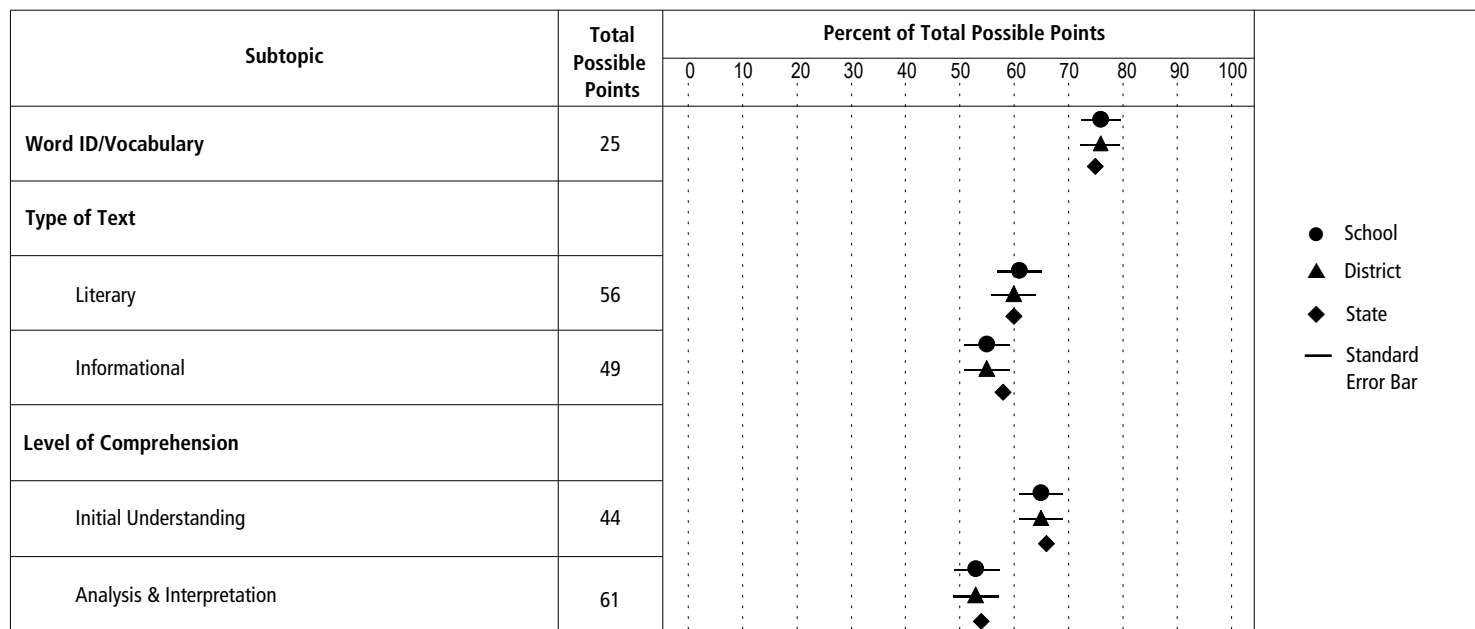
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	147	5	3	139	20	14	73	53	32	23	14	10	846
2010-11	128	6	0	122	14	11	62	51	39	32	7	6	845
2011-12	144	2	2	140	23	16	77	55	31	22	9	6	846
Cumulative Total	419	13	5	401	57	14	212	53	102	25	30	7	846
District													
2009-10	149	5	3	141	20	14	73	52	33	23	15	11	846
2010-11	129	6	0	123	14	11	62	50	40	33	7	6	844
2011-12	146	2	2	142	23	16	78	55	31	22	10	7	846
Cumulative Total	424	13	5	406	57	14	213	52	104	26	32	8	845
State													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Reading Results

School: Cony
 District: Augusta Public Schools
 State: Maine
 Code: 1008-2602

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	144	2	2	140	23	16	77	55	31	22	9	6	846	142	16	55	22	7	846	14,031	21	56	17	6	848
Gender																									
Male	67	0	1	66	6	9	34	52	20	30	6	9	843	67	9	51	30	10	842	7,091	15	57	20	8	846
Female	77	2	1	74	17	23	43	58	11	15	3	4	849	75	23	59	15	4	849	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						107	10	55	23	11	844
Asian	7	0	0	7										7						235	33	44	16	7	851
Black or African American	3	0	0	3										3						373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	132	2	2	128	21	16	74	58	25	20	8	6	847	130	16	58	19	7	846	12,968	21	57	17	6	849
Two or more races	0	0	0	0										0						135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										6						380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2	2	0	0	2										2						26	58	42	0	0	860
All Other Students	136	2	2	132	22	17	75	57	27	20	8	6	847	134	16	57	20	7	846	13,607	21	57	17	6	849
IEP																									
Students with an IEP	19	2	1	16	0	0	4	25	4	25	8	50	831	18	0	28	22	50	830	2,082	1	33	39	27	835
All Other Students	125	0	1	124	23	19	73	59	27	22	1	1	848	124	19	59	22	1	848	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	83	2	1	80	6	8	46	58	23	29	5	6	844	81	7	57	28	7	843	5,990	11	55	24	10	844
All Other Students	61	0	1	60	17	28	31	52	8	13	4	7	849	61	28	52	13	7	849	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	144	2	2	140	23	16	77	55	31	22	9	6	846	142	16	55	22	7	846	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,368	9	53	30	9	843
All Other Students	144	2	2	140	23	16	77	55	31	22	9	6	846	142	16	55	22	7	846	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						401	14	64	19	4	847
All Other Students	143	2	2	139	22	16	77	55	31	22	9	6	846	141	16	55	22	7	846	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Mathematics Results

School: Cony
District: Augusta Public Schools
State: Maine
Code: 1008-2602

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

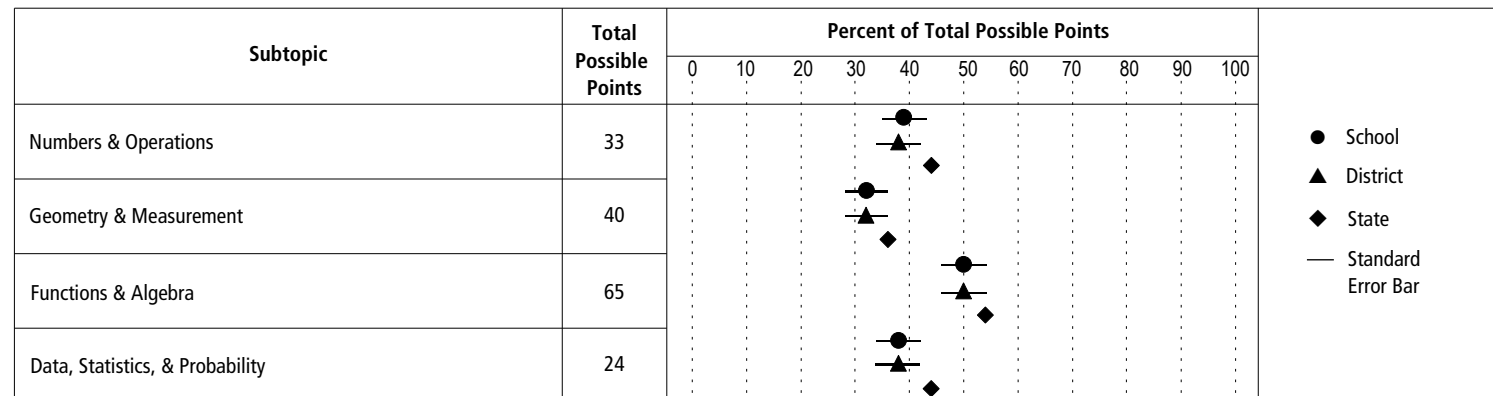
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	147	5	4	138	26	19	62	45	25	18	25	18	842
2010-11	128	5	0	123	13	11	44	36	30	24	36	29	839
2011-12	144	2	2	140	19	14	57	41	37	26	27	19	841
Cumulative Total	419	12	6	401	58	14	163	41	92	23	88	22	841
District													
2009-10	149	5	4	140	26	19	62	44	25	18	27	19	842
2010-11	129	5	0	124	13	10	44	35	30	24	37	30	839
2011-12	146	2	3	141	19	13	57	40	38	27	27	19	841
Cumulative Total	424	12	7	405	58	14	163	40	93	23	91	22	841
State													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

School: Cony
 District: Augusta Public Schools
 State: Maine
 Code: 1008-2602

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	144	2	2	140	19	14	57	41	37	26	27	19	841	141	13	40	27	19	841	14,013	17	43	21	19	842
Gender																									
Male	67	0	1	66	8	12	26	39	16	24	16	24	840	66	12	39	24	24	840	7,084	17	41	22	20	842
Female	77	2	1	74	11	15	31	42	21	28	11	15	842	75	15	41	29	15	842	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										1						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						107	6	36	29	30	838
Asian	7	0	0	7										7						235	25	42	16	17	845
Black or African American	3	0	0	3										3						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	132	2	2	128	17	13	55	43	34	27	22	17	841	129	13	43	27	17	841	12,949	17	44	21	18	842
Two or more races	0	0	0	0										0						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										6						386	5	21	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2	2	0	0	2										2						26	38	50	12	0	849
All Other Students	136	2	2	132	18	14	55	42	35	27	24	18	841	133	14	41	27	18	841	13,583	17	44	21	18	842
IEP																									
Students with an IEP	19	2	1	16	0	0	2	13	3	19	11	69	829	17	0	12	24	65	829	2,068	2	15	23	61	831
All Other Students	125	0	1	124	19	15	55	44	34	27	16	13	843	124	15	44	27	13	843	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	83	2	1	80	7	9	29	36	27	34	17	21	840	80	9	36	34	21	840	5,979	8	37	27	29	838
All Other Students	61	0	1	60	12	20	28	47	10	17	10	17	843	61	20	46	18	16	842	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	144	2	2	140	19	14	57	41	37	26	27	19	841	141	13	40	27	19	841	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,365	5	29	34	33	837
All Other Students	144	2	2	140	19	14	57	41	37	26	27	19	841	141	13	40	27	19	841	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	1	0	0	1										1						400	13	43	27	17	841
All Other Students	143	2	2	139	19	14	56	40	37	27	27	19	841	140	14	40	27	19	841	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Writing Results

School: Cony
 District: Augusta Public Schools
 State: Maine
 Code: 1008-2602

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

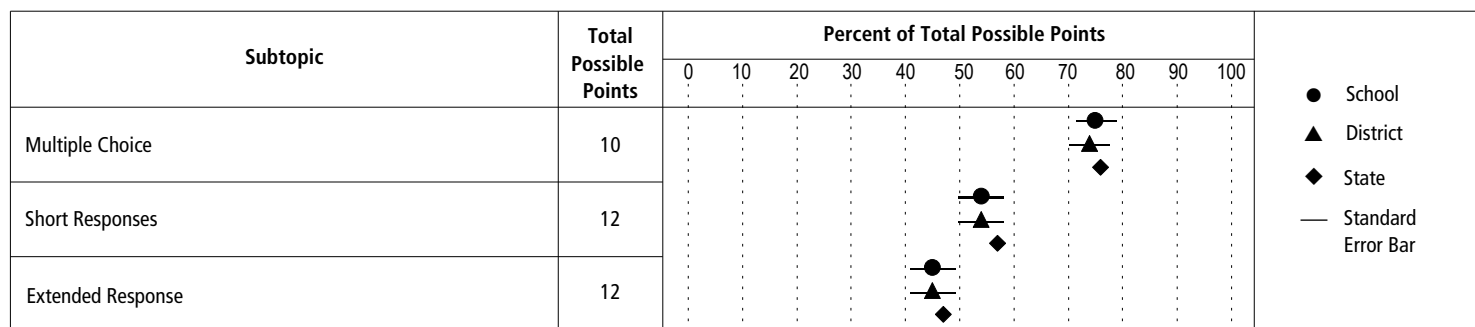
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	128	5	1	122	6	5	55	45	41	34	20	16	838
2011-12	144	2	2	140	5	4	55	39	65	46	15	11	837
Cumulative Total	272	7	3	262	11	4	110	42	106	40	35	13	837
District													
2009-10													
2010-11	129	5	1	123	6	5	55	45	41	33	21	17	838
2011-12	146	2	3	141	5	4	55	39	65	46	16	11	837
Cumulative Total	275	7	4	264	11	4	110	42	106	40	37	14	837
State													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

School: Cony
 District: Augusta Public Schools
 State: Maine
 Code: 1008-2602

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	144	2	2	140	5	4	55	39	65	46	15	11	837	141	4	39	46	11	837	13,967	7	44	37	12	839
Gender																									
Male	67	0	1	66	0	0	22	33	34	52	10	15	835	66	0	33	52	15	835	7,056	4	35	43	18	836
Female	77	2	1	74	5	7	33	45	31	42	5	7	839	75	7	44	41	8	839	6,911	10	53	31	7	841
Not Reported	0	0	0	0									0						0						
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1									1						199	5	35	45	15	837	
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									1						107	3	28	50	20	835	
Asian	7	0	0	7									7						235	11	51	28	11	841	
Black or African American	3	0	0	3									3						368	2	29	43	26	833	
Native Hawaiian or Pacific Islander	0	0	0	0									0						10	10	60	30	0	843	
White	132	2	2	128	4	3	52	41	58	45	14	11	837	129	3	40	45	12	837	12,915	7	44	37	12	839
Two or more races	0	0	0	0									0						133	7	49	34	11	839	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	6	0	0	6									6						378	2	23	44	31	831	
Former LEP student - monitoring year 1	0	0	0	0									0						18	22	61	17	0	846	
Former LEP student - monitoring year 2	2	0	0	2									2						26	15	69	15	0	846	
All Other Students	136	2	2	132	4	3	53	40	61	46	14	11	837	133	3	40	46	11	837	13,545	7	44	37	12	839
IEP																									
Students with an IEP	19	2	1	16	0	0	1	6	8	50	7	44	827	17	0	6	47	47	826	2,052	<1	9	43	47	827
All Other Students	125	0	1	124	5	4	54	44	57	46	8	6	839	124	4	44	46	6	839	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	83	2	1	80	2	3	28	35	42	53	8	10	836	80	3	35	53	10	836	5,947	3	32	45	19	835
All Other Students	61	0	1	60	3	5	27	45	23	38	7	12	839	61	5	44	38	13	839	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0									0						9						
All Other Students	144	2	2	140	5	4	55	39	65	46	15	11	837	141	4	39	46	11	837	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	0	0	0	0									0						1,360	3	28	52	17	835	
All Other Students	144	2	2	140	5	4	55	39	65	46	15	11	837	141	4	39	46	11	837	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	1	0	0	1									1						399	3	35	48	14	836	
All Other Students	143	2	2	139	5	4	54	39	65	47	15	11	837	140	4	39	46	11	837	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.